

Y1 Spring Overview

Writing	Maths
<p>Spring <i>Based on:</i> The lighthouse keepers lunch, The Storm Whale (Literacy Shed), The Storm Whale in Winter (Literacy Shed), Non – Fiction writing on whales.</p> <p><i>Genres covered:</i> Fiction, Non-fiction, composing sentences, role play, writing short narrative, postcards, non fiction features, writing a non fiction text, character description, story maps, letters, diary entry.</p> <p><i>Cross Curricular:</i> Information report on whales</p> <p><i>Other focus:</i> Making inferences, building sentences and vocabulary, oral dialogue, suffix, expanded nouns, question marks, exclamation marks, writing short narrative, adjectives, alphabetical order, punctuating sentences, non fiction writing.</p>	<p><u>Addition and subtraction</u> Add by counting on. Find and make number bonds. Add by making 10. Subtraction – Not crossing 10. Subtraction – Crossing 10 (1). Subtraction – Crossing 10 (2). Related Facts. Compare Number Sentences.</p> <p><u>Place Value</u> Numbers to 50. Tens and ones. Represent numbers to 50. One more one less. Compare objects within 50. Compare numbers within 50. Order numbers within 50. Count in 2s. Count in 5s.</p> <p><u>Length and height</u> Compare lengths and heights. Measure length (1). Measure length (2).</p> <p><u>Weight and volume</u> Introduce weight and mass. Measure mass. Compare mass. Introduce capacity. Measure capacity.</p>
SPAG	
<p><u>Conjunctions</u> Recognising a Sentence, Recognising ‘and’, Using ‘and’, Recognising ‘but’, Using ‘but’, Recognising ‘or’, Using ‘or’, Using ‘and’, ‘but’ and ‘or’</p> <p><u>Exclamations</u> One Word Only, Commands with Exclamations, Exclamation or Full Stop?</p> <p><u>Capital letter</u> Capital Letters to Start Sentences, Capital Letters for Dates, Capital Letters for Names of People and I, Capital Letters for Places, Capital Letters for Places, Consolidating Capital Letter.</p>	
Spelling	

- Name the letters of the alphabet.
- Using letter names to distinguish between alternative spelling of the same sound.

- Spell words containing the 40+ phonemes already taught:

/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone, /l/ le al apple metal /s/ c ice /v/ ve give, /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey, /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa, /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk, /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*, /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there, /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor, /c/ ch school /sh/ ch chef /z/ ze freeze

- *learning to spell tricky words:* any many again who whole where two school call different thought through friend work once laugh because eyes
- Spell some common exception words.
- Write from memory simple sentences.
- Using the spelling rule for adding s or es.

Reading

Texts covered: The lighthouse keepsers lunch, The Storm Whale, The Storm Whale in Winter, Non Fiction writing

- Read common exception words.
- Read aloud, accurately and independently books that are consistent with their developing phonics.
- Respond speedily with the correct sound to graphemes for all 40+ phonemes.
- Checking the text makes sense as they read and self correct mistakes.
- Predicting what might happen from what has been read so far.
- Retelling well known stories.
- Participating in discussions about both books that are read to them and those they can read for themselves.
- Apply phonic knowledge and skills as the route to decode word

Compare capacity

<ul style="list-style-type: none"> • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read words with contractions, and understand that the apostrophe represents the omitted letters. • Develop pleasure in reading and read a wide range of books. • Participate in discussions about what has been reads to them. • Learning to read words with the phonemes already taught: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone, /l/ le al apple metal /s/ c ice /v/ ve give, /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey, /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa, /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk, /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*, /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there, /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor, /c/ ch school /sh/ ch chef /z/ ze freeze • <i>learning to read tricky words</i>: any many again who whole where two school call different thought through friend work once laugh because eyes 	
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Geography	History
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<p><u>Seas and coasts</u></p> <ul style="list-style-type: none"> -Identifying and locating the five oceans and seven continents of the world. -Exploring the human and physical features of beaches in Britain. -Identifying the location and features of the seas surrounding the United Kingdom. -Using fieldwork skills to find out about a particular beach. -Comparing a British beach with a beach in another part of the world. -Using compass points to move around a map between seas and oceans 	<p><u>Victorian seaside</u></p> <ul style="list-style-type: none"> -Exploring and describing the features of seaside holidays. -Using photographs to help deduce what seaside holidays were like in the past. -Discovering how, when and why seaside holidays became popular in Victorian Britain. -Finding out what seaside holidays were like in Victorian Britain. -To be able to order photographs of seaside holidays chronologically -Identifying similarities and differences between seaside holidays now and in the past.
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	<p>Dance</p> <ul style="list-style-type: none"> -I am beginning to use counts.
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	<ul style="list-style-type: none"> -I can copy, remember and repeat actions. -I can move confidently and safely. -I can use different parts of the body in isolation and together. -I can work with others to share ideas and select actions. -I choose appropriate movements for different dance ideas. -I say what I liked about someone else's performance. -I show some sense of dynamic and expressive qualities in my dance <p>Ball Skills</p> <ul style="list-style-type: none"> -I am beginning to catch with two hands. -I am beginning to dribble a ball with my hands and feet. -I am beginning to understand simple tactics. -I can roll and throw with some accuracy towards a target. -I can say when someone was successful. -I can track a ball that is coming towards me. -I can work co-operatively with a partner
Science	RE
<p>Animals (ocean life)</p> <ul style="list-style-type: none"> - To be able to identify, describe and classify a variety of ocean animals. - To be able to identify and describe the structure of a variety of ocean animals. - To consider how ocean animals are suited to the environment in which they live. - To identify the life cycle of a sea turtle - explore and compare the differences between things that are living, dead, and things that have never been alive - identify and name a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Who is a Christian?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus. • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Talk about issues of good and bad, right and wrong arising from the stories. • Ask some questions about believing in God and offer some ideas of their own. <p><u>How and why we celebrate special and sacred times</u></p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.

- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.

Computing

Pictograms

- To understand that data can be represented in picture format.
- To contribute to a class pictogram.
- To use a pictogram to record the results of an experiment.

Lego builders

- To follow and create simple instructions.
- To consider how the order of instructions affects the results.

Art

- To use a range of materials creatively to design and make products
- To learn about the work of a range of artists and craftmakers, making links to their own work
- To develop a wide range of art and design techniques

Design Technology

- Name the main food groups and identify foods that belong to each group.
- Describe the taste, texture and smell of a given food.
- Think of four different wrap ideas, considering flavour combinations.
- Construct a wrap that meets the design brief and their plan

Music

- Create movements that match the music, explaining why they are moving in that way.
- Identify descriptive sounds within the music.-
- Recreate and then adapt descriptive sounds heard using their voice or body.
- Make appropriate instrument choices to represent a descriptive sound.
- Control instruments and voices to make both quiet and loud sounds.
- Follow simple instructions during a group performance.
- Create their own graphic score and play from it.

-Make more than one sound on their instrument and with their voice