

# Spring one in Year 1



## English

Phonics or Spelling-  
Spelling words with ph  
and wh

Words ending in -y  
Begins Spell the singular  
plural of words

Divides words into syllables  
Phonics groups.

Common exception words  
(was, said, says, are, no, so,  
ask, put, push).

Grammar

Say a sentence and write it.  
Use capital letters and full  
stops.

Recognise ? and !

Handwriting

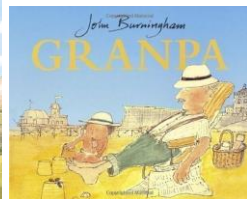
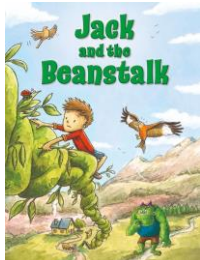
Begin to form letters  
correctly

Finger spaces between  
words

Writing

Narrative – retell  
Small innovations  
Instructions

We are  
reading...



## Maths

- Addition and Subtraction
- Place Value (within 20 and 50)

## Reading Skills

- Comprehension
- Retell
- Listen to poems, stories, non-fiction
- Talk about books
- Joins in with predictable phrases
- Applies phonic knowledge to decode words

## Art

Sculpture and 3D: Paper play

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Science

Animals and humans

- Name and label human body parts
- Understand the 5 senses and know which body part is used
- Name a variety of common animals: amphibian, reptile, mammal, fish
- Identify animals that are **herbivores, carnivores and omnivores**
- Compare the structure of common animals.

## Geography

### Where is our school?

\*Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

\*use basic geographical vocabulary

\*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

To learn their school and home address.

## PE

### Dance Moving along

Respond appropriately to a variety of stimuli through movement.

Move with appropriate actions and timing.

Develop control of movement and use own ideas to sequence dance.

Move with confidence when e.g. walking, hopping, jumping, landing

Recognise the changes in the body when dancing and how this can contribute to keeping healthy.

### Games- ten point hoops

Begin to play co-operatively and competitively.

Begin to use space well

Begin to be a competent mover

forward, sideways and backwards at different speeds with control

Begin to understand simple tactics to outwit a partner/small team

Include others in their games

Begin to recognise what they and others can do well

## DT

### Freestanding structures

#### Design

Design purposeful, functional, appealing products based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

Select from and use a range of tools and equipment to perform practical task.

#### Evaluate

Explore and evaluate a range of existing products  
Evaluate their ideas and products against design criteria

Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## Computing

### Digital Painting

### Digital writing

### E-safety- pause for people

### Media balance and wellbeing

## Music

### Musical vocabulary

Theme: Under the sea

## PSHCE

### Relationships and Health and wellbeing

#### Families and friendships

Roles of different people; families; feeling cared for

#### Safe relationships

Recognising privacy; staying safe on and offline; seeking permission, pants rule

#### Physical Health and mental wellbeing

Keeping healthy; Dental health, food and exercise, hygiene routines; washing hands, sun safety

#### Growing and changing

Recognising what makes them unique and special; feelings; managing when things go wrong