

Science

Working Scientifically

Can they perform a simple test?
Can they tell other people about what they have done?
Can they identify and classify things they observe?
Can they think of some questions to ask?
Can they answer some scientific questions?
Can they show their work using pictures, labels and captions?
Can they put some information in a chart or table?
Can they give a simple reason for their answers?
Can they talk about similarities and differences?
Can they explain what they have found out using scientific vocabulary?

Plants

Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?
Can they identify and name a range of common plants and trees?
Can they recognise deciduous and evergreen trees?
Can they name the trunk, branches and root of a tree?
Can they describe the parts of a plant (roots, stem, leaves, flowers)?
Can they name the main parts of a flowering plant?
Seasonal Changes
Can they observe changes across the four seasons?
Can they name the four seasons in order?
Can they observe and describe weather associated with the seasons?
Can they observe and describe how day length varies?
Can they observe features in the environment and explain that these are related to a specific season?
Can they observe and talk about changes in the weather?

Cross Curricular English

Story Writing, creative writing, diaries, letters, post-cards, retelling stories, setting descriptions, character descriptions, role play, acting out, non-fiction writing (linked to science).

Cross Curricular Maths

Place value within 20 and 50, Addition and subtraction within 20, Measurement-length and height/weight and volume. Cooking/measuring. PE- length and height/ distance.

Year 1 Green Class

Spring Term 2021

Lets Create -

Traditional Tales and Fairy Tales



Mini Topics-

Victorians- Kings and Queens

Castles

Myths/ Fables

Spring time

Weather

Growing—plants/ potatoes

Life cycle of a butterfly

Easter

Art— Van Gogh, Giuseppe Archimboldo (Sunflowers, paint, Spring flowers focus)

Collage

Can they cut and tear paper and card for their collages?
Can they gather and sort the materials they will need?

Drawing

Can they communicate something about themselves in their drawing?
Can they create moods in their drawings?
Can they draw using pencil and crayons?
Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

Painting

Can they communicate something about themselves in their painting?
Can they create moods in their paintings?
Can they choose to use thick and thin brushes as appropriate?
Can they paint a picture of something they can see?
Can they name the primary and secondary colours?

Geography

Geographical Enquiry

Can they explain how the weather changes with each season?
Can they answer some questions using different resources, such as books, the internet and atlases?
Can they think of a few relevant questions to ask about a locality?
Can they answer questions about the weather?
Can they keep a weather chart?
Can they answer questions using a weather chart?
Can they make plausible predictions about what the weather may be like later in the day or tomorrow?

History- Kings and Queens, Victorians, Florence Nightingale (more to cover)

Can they explain differences between past and present in their life and that of other children from a different time in history?
Do they know who will succeed the queen and how the succession works?
Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
Can they say why they think a story was set in the past?
Can they recognise that a story that is read to them may have happened a long time ago?
Can they retell a familiar story set in the past?

DT— Planning, Working and Evaluating

Can they think of some ideas of their own?
Can they explain what they want to do?
Can they use pictures and words to plan?
Can they explain what they are making?
Can they explain which tools are they using?
Can they describe how something works?
Can they talk about their own work and things that other people have done?

Construction

Can they talk with others about how they want to construct their product?
Can they select appropriate resources and tools for their building projects?
Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?

Cooking and nutrition

Can they cut food safely?
Can they describe the texture of foods?
Do they wash their hands and make sure that surfaces are clean?
Can they think of interesting ways of decorating food they have made, eg, cakes?

RE-

Hinduism- Holi-festivals Unit 1
Judaism- Lifestyles, customs and traditions Unit Christianity Easter- Unit 5.

PE—

Ball Skills and Games

Acquiring and developing skills

Can they copy actions?
Can they repeat actions and skills?
Can they move with control and care?

Evaluating and improving

Can they talk about what they have done?
Can they describe what other people did?

Games

Can they throw underarm?
Can they roll a piece of equipment?
Can they hit a ball with a bat?
Can they move and stop safely?
Can they catch with both hands?
Can they throw in different ways?
Can they kick in different ways?

Music- Charanga-

In the Groove, Around and Around- Unit 3 and 4 (Spring)

Genre of music- Let's Create- Musicals Eg: Matilda, The Greastest Showman, Frozen.

Performing

Can they use their voice to speak/sing/chant?
Do they join in with singing?
Can they use instruments to perform?
Do they look at their audience when they are performing?
Can they clap short rhythmic patterns?
Can they copy sounds?

Exceeding

Can they make loud and quiet sounds?
Do they know that the chorus keeps being repeated?
Can they show sounds by using pictures?

Appraising

Can they respond to different moods in music?
Can they say how a piece of music makes them feel?
Can they say whether they like or dislike a piece of music?
Can they choose sounds to represent different things?
Can they recognise repeated patterns?
Can they follow instructions about when to play or sing

Composing [including notation]

Can they make different sounds with their voice?
Can they make different sounds with instruments?
Can they identify changes in sounds?
Can they change the sound?
Can they repeat (short rhythmic and melodic) patterns?
Can they make a sequence of sounds?
Can they show sounds by using pictures?

SMSC/PSHE—

Who is special to us? What helps us stay healthy? What can we do with money?

Computing—We Are Storytellers and We Are Treasure Hunters

Algorithms and Programs

Can they create a simple series of instructions -left and right?
Can they record their routes?
Do they understand forwards, backwards, up and down?
Can they put two instructions together to control a programmable toy?
Can they begin to plan and test a Bee-bot journey?

E safety

Skills and Knowledge

Can they understand the different methods of communication (e.g. email, online forums etc)?
Do they know you should only open email from a known source?
Do they know the difference between email and communication systems such as blogs and wikis?
Do they know that websites sometimes include pop-ups that take them away from the main site?
Do they know that bookmarking is a way to find safe sites again quickly?
Can they begin to evaluate websites and know that everything on the internet is not true?
Do they know that it is not always possible to copy some text and pictures from the internet?
Do they know that personal information should not be shared online?