

Engage:

Express:

Literacy

Fact files, Poetry and Riddles, Non-chronological reports, Narrative, Writing for different purposes

Spoken language:

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Articulate and justify answers, arguments and opinions
Gain, maintain and monitor the interest of the listener
Speak audibly and fluently with an increasing command of Standard English

Ask relevant questions to extend their understanding and knowledge

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Participate in discussions, presentations, role-play, improvisations and debates

Give well structured descriptions, explanations and narratives for different purposes, including expressing feelings

Reading:

Check that the text makes sense to them as they read and correct inaccurate reading

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Participate in discussion about what is read to them, taking turns and listening to what others say.

Discuss word meanings, linking new meanings to those already known

Listen to and discuss a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently

Make inferences on the basis of what is being said and done

Draw on what they already know or on background information and vocabulary provided by the teacher

Writing:

Say out loud what they are going to write about

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Re-read what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard

Personal, Social and Emotional Development

PSCHE: **Going for Goals**

Children should learn to:

Take responsibility for their successes and when things go wrong

Wait for what they want; persistence (keeping going)

Showing resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure
Set, monitor and achieve goals

R.E.: **Islam**

To know that Allah is the Islamic name for God

To know that Muslims believe that Allah is the one true God and that he is the Creator who provides all things

To learn about Islamic values including

- home and family life for children
- respect for each other, parents, elders and children
- honesty and good manners
- responsibility for all creation

SPRING TERM 1 2019

Objectives

Dinosaur Planet

Year 1

Physical Development

Gymnastics

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Perform dances using simple movement patterns

Mathematics

Included on termly Success and Challenge cards

Understanding the World

GEOGRAPHY: **Locational Knowledge**

Name and locate the world's seven continents

HISTORY: **Events beyond living memory**

Learn about events beyond living memory that are significant nationally or globally

SCIENCE: **Animals including ourselves**

Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals

COMPUTING: **iAlgorithm**

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Expressive Arts and Design

ART and DESIGN: **Materials – pattern**

Use a range of materials creatively to design and make products.

Use a wide range of patterns.

MUSIC: **Singing and playing instruments**

Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Play tuned and untuned instruments musically