

Engage:

Express:

Literacy

Recounts, Fables, Booklets and Lists, Instructions, Nursery Rhymes and Poems

Spoken Language:

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

Use relevant strategies to extend their knowledge and understanding

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

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Reading:

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

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

Link what they read or hear to their own experiences

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

Learn to appreciate rhymes and poems and to recite some by heart

Writing:

Read aloud their writing clearly enough to be heard by their peers and the teacher

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Say out loud what they are going to write about

Say out loud what they are going to write about
Re-read what they have written to check that it makes sense

Discuss what they have written with other pupils

Form lower-case letters in the correct direction, starting

Mathematics – included on termly Success and Challenge cards

Personal, Social and Emotional Development

PSCHE: Good to be me

Doing something to be proud of

Responding in an assertive way

Helping someone with a worry

Stopping and thinking when they are angry

Realise that people and other living things have needs, and that they have responsibilities to meet them

R.E.: Creation

To know that the Bible contains the story of Creation

Learn stories and extracts from religious traditions which explore the relationship of people to the natural world

Identify ways in which religious traditions express gratitude for the world's resources

Develop a practical responsibility towards the natural world

SPRING TERM 2

Objectives

PAWS, CLAWS AND WHISKERS

Year 1

Physical Development

Perform dances using simple movement patterns

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

Understanding the World

GEOGRAPHY: Using and making maps

Describing Physical features

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this level stage

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

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 (fish, amphibians, reptiles, birds and mammals, including pets)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Identify and classify

Gather and record data to help in answering questions

Perform simple tests

Computing: Using presentation software

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Expressive Arts and Design

ART: Drawing, collage and model making

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Learn 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

Develop a wide range of art and design techniques in using colour, pattern, textures, line, shape, form and space

Use a range of materials creatively to design and make products

D&T Designing labels, designing animal enclosures

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Music: Animal songs

Children should learn to play tuned and un-tuned instruments musically