

**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 and finishing in the right place

### Mathematics

– included on termly Success and Challenge cards

### 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

#### Being Different and Equal

To understand what it means to be different.

#### 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 Objectives IT'S PURRFECT Year 1

### Expressive Arts and Design

#### ART: **Drawing, collage and model making**

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

### 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 key 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

#### History

##### Being Different and Equal

To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements  
To understand key historical 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 (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: **iAlgorithm**

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

### 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