

Heartsmart

Too Much Selfie Isn't Healthy

Don't Rub It In, Rub It Out

Art and Design

- *develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*
- *Can I explore my environment and take rubbings of textures I find and use these rubbings to make an image?*

Can I push objects I find into plasticine and make prints?

Can I cut shapes out of foam board and stick them on a block to make a plate and print from the plate?

Can I draw into the surface of a foam board and print from the plate?

Can I use colour, shape and line to make my prints interesting?

Can I create a repeat print?

Design & Technology

- *Use a range of materials creatively to design and make products*
- *Explore and evaluate a range of existing products*
- *Explore and use mechanisms (for example, levers and sliders) in their products*

Can I explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders?

Can I replicate a slider or lever mechanism and add pictures?

Can I draw and label my own design using a slider or level mechanism?

Can I use mathematical terms to describe position, direction and movement on my design?

Can I create a mock-up of my design and suggest and make any improvements?

Can I use a range of finishing techniques (eg, digital text/graphics, paint, collage)?

Can I describe and record the order my mechanism will be made?

Can I evaluate my finished product?

PSHCE

Feelings and Emotions

Can I name and identify emotions and their physical effects?

Can I explain the difference between pleasant and unpleasant emotions and identify skills for coping with them?

Can I explain that feelings can be explained both with and without words?

Computer safety

Can I explain how online activity can affect others?

Can I identify some positives and negatives of using technology?

Can I identify who and how to ask for help?

Can I recognise kind and unkind comments?

Geography

- *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.*

How has our school changed within living memory?

Can I use simple fieldwork and observational skills to study the geography of our school and local area?

Can I identify key human and physical features of Wharton?

Can I use simple compass directions (north, south, east and west) and locational language to describe the location of features on a map?

Changes

How have things changed since my great-grandparents were 5 or 6 years old?

Spring Term - Year One

'For I the LORD do not change' Malachi 3:6

What if things never changed?

Music

- *Blues music and Latin Bossa Nova*

Can I use my voice expressively and creatively by singing songs and speaking chants and rhymes?

Can I play tuned and untuned instruments musically?

Can I listen with concentration and understand a range of high-quality live and recorded music?

Religious Education

Judaism: Is Shabbat important to Jewish children?

Can I tell you my favourite day of the week and why?

Can I name some things that are special in a Shabbat meal and explain why?

Can I tell you about the food I would like to share at a special celebration?

Can I write a special blessing/thank you prayer for a special meal?

Can I explain why Shabbat is important to a Jewish child?

Salvation: Why does Easter matter to Christians?

Can I recognise that Incarnation and Salvation are part of a 'big story' of the Bible?

Can I tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation?

Can I recognise that Jesus gives instructions about how to behave?

Can I give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter?

Can I think, talk and ask questions about the Easter story?

Computing

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

Can I understand that computer programs work by following instructions called code?

Can I use code to make a computer program?

Can I use an event to control an object?

Can I begin to understand how code executes when a program is run?

Can I understand what backgrounds and objects are?

Can I plan and make a computer program?

History

How has Wharton changed within living memory?

- *changes within living memory, where appropriate, these should be used to reveal aspects of change in national life*

Key knowledge (sticky facts):

Women stayed at home; all shops were separate; meals were all made from scratch; no freezers, microwaves or pre-made meals; different use of leisure time and communication; different technology.

Can I recount some changes that have occurred in my own life?

Can I recall ways in which shopping, music, entertainment and toys have changed?

Can I ask questions such as 'how long ago?' 'what was it like for people?'

Can I use artefacts and pictures to find out about the past?

Can I identify similarities and differences between modern and old objects?

Can I sort artefacts/pictures and use language old, new, young, days, months, before, after, now, later?

P.E.

Dance

Can I create and perform movements?

Can I perform leading and following movements?

Can I perform a short dance with a beginning, middle and end?

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

Can I throw a ball overarm and underarm?

Can I track and return a ball?

Can I catch a ball or moving object?

Can I kick, run and jump with control?

Science

Materials

- *Identifying and classifying and using their observations and ideas to suggest answers to questions*
- *Distinguish between an object and the material from which it is made*
- *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock*
- *Describe the simple physical properties of a variety of everyday materials*
- *Compare and group together a variety of everyday materials on the basis of their simple physical properties.*

Key knowledge (sticky facts):

An object is different from the material it is made from; Objects can be made from one or more material;

Materials can be natural or manufactured; Materials have different properties; Some materials are waterproof;

Materials are opaque, translucent or transparent.

Can I identify and classify some everyday materials, using sorting hoops?

Can I classify materials according to their properties, using a key or 'properties chain'?

Can I use scientific language to describe how materials look and feel?

Can I investigate the properties of different materials?

Can I ask questions and perform simple tests to find the answers?

Can I record simple data in order to answer a question?

Plants

- *Identify and name a variety of common wild and garden plants*
- *Identify and describe the basic structure of a variety of common flowering plants*

Key knowledge (sticky facts):

There are different plants in the same area during different season; plants change in appearance across different seasons; plants have the same basic structure and parts; plants are different colours, sizes and shapes

Can I use a 'spring flowers spotters guide' to find and identify local spring flowers in our school grounds?

Can I draw, name and label the main parts of a spring flower?

Can I investigate how our class tree has changed from Autumn to Winter and Winter to Spring?

Can I investigate a patch of land within the school grounds and

Seasonal Change

- *observe changes across the four seasons*
- *observe and describe weather associated with the seasons and how day length varies.*

Can I describe some signs of and typical weather in Winter and Spring?

Can I investigate changes in the length of days across Winter and Spring, using a website?

Maths

Addition and Subtraction to 20

- Can I learn to add by counting on from the largest number?
- Can I add to numbers by first making 10 and then adding on the remainder?
- Can I add by separating the ones and ten?
- Can I learn how to subtract by counting back from the largest number?
- Can I learn how to subtract by subtracting from only the ones column?

Properties of Shapes

- Can I recognise four basic 3D solid shapes: spheres, cubes, cuboids and pyramids?
- Can I recognise 2D shapes in the everyday environment?
- Can I group shapes using different criteria? Can I make patterns using common 2D shapes?

Height and Length

- Can I compare height and length by using key terminology?
- Can I measure objects using other items, such as pencils or books?
- Can I measure items using other things? (parts of the body in particular.)
- Can I begin to use rulers for measuring?

Number and place value - numbers to 40

- Can I use the making 10 strategy to count numbers above 10; to represent numbers on a number line?
- Can I use the ten-frame method of organisation and place-value cards to assist pupils in writing numbers to 40; to encourage multiple ways of counting, including counting by 2, 5 and 10?
- Can I understand that digits represent tens and ones; to represent numbers using Base 10 materials and numbers? Can I compare two or three numbers and determine which number is bigger/ smaller?
- Can I arrange three numbers in order of size?
- Can I compare numbers using number bonds, 100-squares and number lines to determine how much more/less?
- Can I observe and use number patterns; to see number lines in conjunction with number squares in order to create visual proportionality?

Word Problems (Addition and Subtraction)

- Can I decide whether addition or subtraction is the most appropriate operation; to use and apply number bonds and visual representations to solve word problems?
- Can I use and apply concepts of how many more and how many fewer/less; to apply number bonds and the guess-and-check method to solve word problems?
- Can I develop number sentences based on word problems?
- Can I improve the use of number bonds and one-to-one bar model representations to suit the question?
- Can I use pictorial representations to help solve word problems; to choose the correct operation to solve a word problem?
- Can I use visual representations and patterns to solve word problems; to develop precision in model drawing to recognise similarities and differences?
- Can I apply addition and subtraction to multi-step word problems; to use number bonds to make 10 when adding?

Multiplication

- Can I identify equal groupings as the first step in multiplying?
- Can I understand we can count groups of the same quantity more efficiently?
- Can I organise objects into equal rows in order to begin counting equal numbers efficiently?
- Can I understand that doubling is creating an identical number to the one you started with?

English

The Lion Inside, At the zoo (poem) and The Curious Case of the Missing Mammoth

Can I write a story about a small animal who befriends a large animal?

Can I write my own story based on a known story?

- Can I compose a sentence orally before writing it?
- Can I punctuate sentences using a capital letter and a full stop?
- Can I leave spaces between words?
- Can I use capital letters for the names of people?
- Can I join words and clauses using 'and'?
- Can I use plural noun suffices -s and -es?
- Can I punctuate some sentences with questions marks or exclamation marks?
- Can I accurately use the prefix un-?
- Can I accurately use suffixes -ed, -ing, -er and -est?
- Can I develop and use new vocabulary?
- Can I use some story language in my own writing?
- Can I include and describe new characters?
- Can I include and describe a setting?
- Can I write simple sentences in sequence?
- Can use pronouns (he, she, it, them) to link ideas?
- Can I include a beginning, middle and end in my own story writing?
- Can I form all letters correctly, starting and ending in the correct place?
- Can I use my phonic knowledge to spell words correctly?
- Can I read more of the Year One of common exception words?
- Can I use adjectives to describe an animal?