

Lowe's Wong Infant School

Half Termly Overview



Year 1 Spring 1

Enquiry Theme	Would you like to live in the polar regions?
British Values & School rules	Be sensible
Real life application	Produce a piece of sculpture in the Inuit style.
Visits and Visitors	Google Earth – visit the South Pole
English (core texts and genres)	<ul style="list-style-type: none"> • <u>'Lost and Found'</u> Oliver Jeffers Character descriptions, retellings, advice, instructions, non-chronological reports <u>Main Outcome:</u> Know how to write own version 'losing/finding' narratives <ul style="list-style-type: none"> • <u>'Leo and the Octopus'</u> by Isabelle Marinov This is Me! posters, letters of advice, factual writing <u>Main Outcome:</u> Know how to write a fact file
Maths	<p style="text-align: center;">Place value (within 20)</p> <ul style="list-style-type: none"> • Know how to count similar objects up to 20 with accuracy and fluency. • Know how to read and write all numbers up to 20 with numerals and words (encouraging correct formation of numerals). • Know that a teen number can be described using the '10 and a bit' structure. • Know how to compare numbers up to 20 using the terms '1 more' and '1 less'. • Know how to use the terms 'greater than' and 'less than' to compare numbers within 20. <p style="text-align: center;">Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> • Know how to add ones using known number bonds within 20. • Know how to add by counting on from the largest number within 20. • Know that the order of an addition sentence can vary. • Know that addition is commutative. • Know how to make addition stories using correct vocabulary. • Know how to solve addition problems. • Know how to find and make number bonds within 20. • Know how to use number bonds to find a missing part. • Know how to find 8 facts (addition and subtraction) to create a fact family for numbers to 20. • Know that subtraction can be done by crossing out or taking away. • Know how to subtract by counting back, using a number line for support. • Know how to subtract within 20 using known number bond. • Know how to recognise finding the difference as a form of subtraction. • Know how to decide whether to add or subtract in simple word problems. • Know how to explore missing number sentences and begin to understand inverse. • Know how to add 2 equal quantities together to learn about doubles. • Know how to use known doubles to work out a near double.
Science	<p style="text-align: center;">Planting A</p> <ul style="list-style-type: none"> • Know how to describe the basic structure of a variety of common flowering plants, including trees. <u>Working scientifically</u> – Know how to ask simple questions and recognise that they can be

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	<p>answered in different ways.</p> <p style="text-align: center;">Animals</p> <ul style="list-style-type: none"> • Know how to name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). • Know how to name a variety of common animals that are carnivores, herbivores and omnivores. <p><u>Working scientifically</u> – Know how to ask simple questions and recognise that they can be answered in different ways. Know how to gather and record data to help in answering questions. Know how to identify and classify. Know how to use their observations and ideas to suggest answers to questions.</p>
RE	<i>RE is not a driver or an enhancer subject this half term.</i>
History	<i>History is not a driver or an enhancer subject this half term.</i>
Geography	<p>Place and locational knowledge</p> <ul style="list-style-type: none"> • Know how to locate areas and countries which are hot and cold around the world. • Know that the equator, North and South pole exist and their locations. • Know that there are seasonal and weather patterns in the world.
Music	<p style="text-align: center;">In the Groove</p> <p style="text-align: center;">Unit theme: How to be in the groove with different styles of music.</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know how to recognise the sound and names of some of the instruments they use. • Know how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Games</u></p> <ul style="list-style-type: none"> • Know that music has a steady pulse, like a heartbeat. • Know how to use pulse, rhythm and pitch when playing musical games. (Year 1 Games Skills) <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know how to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> • Know how to name the notes in their instrumental part from memory or when written down. • Know how to listen to and follow musical instructions from a leader. • Know how to treat instruments carefully and with respect. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Know that improvisation is about making up your own tunes on the spot • Know how to improvise. (Using the three challenges.) <p><u>Composition</u></p> <ul style="list-style-type: none"> • Know that everyone can compose. • Know how to create a simple melody using one, two or three notes. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Know how to choose a song they have learnt and perform it. • Know how to record their performance and say how they were feeling about it.

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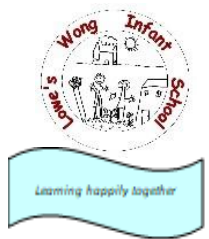


Learning happily together

Art	<p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> • Know that modelling materials can be shaped with their hands and different tools to create different outcomes. • Know that simple joins can be made. • Know that they can form an opinion about a piece of art. • Know that their work can be similar or different to the work of a well-known artist. <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • Know that different types of lines can be drawn, with varying thickness. • Know how to control the types of marks made with the range of media. • Know how to draw from imagination. • Know how to explore drawing from observation. • Know how to investigate textures by rubbing, describing or copying. <p>Artist – Kenojuak Ashevak</p>
D&T	<i>D&T is not a driver or an enhancer subject this half term.</i>

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PE	<p>Gymnastics- Wide, Narrow, Curled</p> <ul style="list-style-type: none"> • Know how to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus. • Know how to apply 'champion gymnastics' to everything pupils do. • Know how to explore movements and balances in a narrow way on the floor and on apparatus. • Know how to explore movements and balances in a curled way on the floor and on apparatus. • Know how to explore the three theme words: narrow, wide and curled. • Know how to explore different ways of transitioning between each shape using apparatus. • Know how to explore combining wide, narrow and curled movements together. (Introduce, 'linking.') • Know how to link two movements together. • Know how to explore the concept of 'linking'. <p>Ball Skills -Hands 1</p> <ul style="list-style-type: none"> • Know how to develop bouncing (dribbling). • Know that we need to keep the ball away from the defender. • Know how to explore different ways of sending (passing) the ball to their partner. • Know how to explore and develop different ways of sending a ball (passing) using our hands. • Know how to be accurate when sending the ball. • Know how to aim when sending a ball. • Know how to send a ball using different force and speeds. • Know how to explore different ways of stopping a ball with our hands. • Know that there are different ways of stopping a ball with our hands, preventing pupils from passing the ball. • Know how to combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why. • Know how to combine their sending and receiving skills to keep possession of the ball.
Computing	<p>Technology outside school Unit 1.9</p> <ul style="list-style-type: none"> • Know how to find and understand examples of where technology is used in the local community. • Know that there are different types of technology outside school.
PSHE	<p>Keeping Safe</p> <ul style="list-style-type: none"> • Know how to recognise the importance of sleep in maintaining a healthy, balanced lifestyle. • Know how to identify simple bedtime routines that promote healthy sleep. • Know how to recognise emotions and physical feelings associated with feeling unsafe. • Know how to identify people who can help them when they feel unsafe. • Know how to learn the PANTS rules. • Know how to name and which parts should be private. • Know that there is a difference between appropriate and inappropriate touch. • Know that they have the right to say "no" to unwanted touch. • Know that there are people who they trust and who they can ask for help. • Know that there are benefits and risks of the internet. • Know how to recognise ways to stay safe online. • Know that consent is important. • Know that medicines can sometimes make people feel better when they're ill.

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| | <ul style="list-style-type: none">• Know how to explain simple issues of safety and responsibility about medicines and their use.• Know how to recognise the range of feelings that are associated with loss. |
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