

# Lowe's Wong Infant School

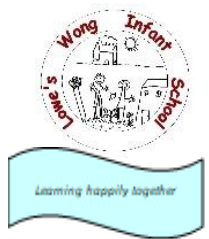
## Half Termly Overview



### Year 1 Spring 2

Enquiry Theme	<b>Lift Off! Is there anyone out there?</b>
British Values & School rules	Democracy Rule of Law
Real life application	Make and test rockets, measure and collate data
Visits and Visitors	Visit to a place of worship - Southwell Minster
English (core texts and genres)	<ul style="list-style-type: none"> <li>• <u>Astro Girl</u> by Ken Wilson-Max</li> </ul> Writing in role, commands, 'how to' guides <u>Main Outcome:</u> Know how to write a fact file about being astronauts <ul style="list-style-type: none"> <li>• <u>'The Comet'</u> by Joe Todd-Stanton</li> </ul> Posters, letters of advice, poem, description, writing in role, recipes <u>Main Outcome:</u> Know how to write own version narrative
Maths	<p style="text-align: center;">Place Value (within 50)</p> <ul style="list-style-type: none"> <li>• Know how to count to and across 50 forward and backwards from any number.</li> <li>• Know how to use place value and number facts to solve problems.</li> <li>• Know how to place numbers on a marked number line in ones and tens, starting at different numbers up to 50.</li> <li>• Know how to arrange numbers up to 50 in ascending and descending order.</li> <li>• Know how to count in tens to 50.</li> <li>• Know how to represent numbers using base 10 materials.</li> <li>• Know that the value of the tens and ones digits in a number can be represented in different ways.</li> <li>• Know how to compare 2 numbers using place value and determine which is bigger and smaller.</li> <li>• Know how to compare numbers up to 50 with the same number of tens.</li> </ul> <p style="text-align: center;">Length and Height</p> <ul style="list-style-type: none"> <li>• Know how to measure length in cm and metres.</li> <li>• Know how to compare lengths and heights using relevant vocabulary and also &lt; &gt;.</li> <li>• Know how to order objects by length/height.</li> <li>• Know how to solve word problems using addition, subtraction, multiplication and division involving length/height.</li> </ul> <p style="text-align: center;">Mass and Volume</p> <ul style="list-style-type: none"> <li>• Know how to compare mass using relevant vocabulary and &lt; &gt;.</li> <li>• Know that mass is measured in grams and kilograms.</li> <li>• Know how to solve word problems using addition, subtraction, multiplication and division involving mass.</li> <li>• Know how to compare volume in different sized containers using greater than, less than, greatest and least &amp; &lt; &gt;.</li> <li>• Know how to measure using litres and millilitres.</li> <li>• Know how to read a scale with increasing accuracy.</li> </ul>

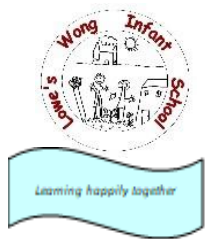
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	<ul style="list-style-type: none"> <li>• Know how to solve word problems using addition, subtraction, multiplication and division involving capacity/volume.</li> </ul>
Science	<p style="text-align: center;"><b>Caring for the Planet</b></p> <p><u>Working scientifically</u> – Know how to explore the world around them and raise their own questions (non-statutory). Know how to use their observations and ideas to suggest answers to questions.</p> <p style="text-align: center;"><b>Seasonal Changes – Spring</b></p> <ul style="list-style-type: none"> <li>• Know how to observe changes across the four seasons.</li> <li>• Know how to observe and describe weather associated with the seasons and how day length varies.</li> </ul> <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.</p> <p style="text-align: center;"><b>Planting B</b></p> <ul style="list-style-type: none"> <li>• Know how to describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><u>Working scientifically</u> – Know how to observe closely, using simple equipment. Know how to gather and record data to help in answering questions.</p>
RE	<p style="text-align: center;"><b>Symbols in Religious Worship and Practice Unit 1.4</b></p> <ul style="list-style-type: none"> <li>• Know how to name key objects from a church and a synagogue.</li> <li>• Know how to ask questions about what happens and why in holy buildings.</li> <li>• Know how to recount a visit to a holy building.</li> <li>• Know how to express an idea of my own about why some people go to holy buildings.</li> <li>• Know how to talk about my own ideas of sacred spaces.</li> <li>• Know how to suggest a meaning for some Jewish and Christian symbols.</li> <li>• Know that holy buildings are connected to beliefs about worshipping God.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Know that events in their life can be sequenced on a simple timeline.</li> <li>• Know that there are some significant individuals beyond living memory.</li> <li>• Know that they can show knowledge and understanding in different ways: drawing writing, talking and role play.</li> </ul>
Geography	<p><i>Geography is not a driver nor an enhancer this half term.</i></p>
Music	<p style="text-align: center;"><b>Round and Round</b> Style of main song: Bossa Nova Unit theme: Pulse, rhythm and pitch in different styles of music.</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>• Know how to sing five songs off by heart.</li> <li>• Know how to discuss what songs are about.</li> </ul> <p><u>Games</u></p> <ul style="list-style-type: none"> <li>• Know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Know how to use pulse, rhythm and pitch when playing musical games (Year 1 Games Skills).</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>• Know how to confidently sing five songs from memory.</li> <li>• Know that voices can be used for singing notes of different pitches (high and low).</li> <li>• Know that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> </ul>

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	<p><u>Playing</u></p> <ul style="list-style-type: none"> <li>• Know how to name the notes in their instrumental part from memory or when written down.</li> <li>• Know how to play a tuned instrumental part with the song they perform.</li> <li>• Know how to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>• Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Know that everyone can improvise and you can use one or two notes.</li> <li>• Know how to improvise. (Using the three challenges.)</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Know that composing is like writing a story with music.</li> <li>• Know how the notes of the composition can be written down and changed if necessary.</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>• Know that a performance is sharing music with other people, called an audience.</li> <li>• Know how they can add their ideas to the performance.</li> </ul>
Art	<p><i>Art is not a driver nor an enhancer this half term.</i></p>
D&T	<ul style="list-style-type: none"> <li>• Know that products serve a purpose.</li> <li>• Know that they are making, who they are making it for and why they are making it, through drawings and talking.</li> <li>• Know how to design purposeful models based on simple design criteria.</li> <li>• Know that they can select from a variety of materials and components to construct their product.</li> <li>• Know that a final product is linked to a design brief.</li> <li>• Know how to build a structure or mechanism using simple working characteristics, materials or components.</li> </ul>
PE	<p style="text-align: center;"><b>Gymnastics- body parts</b></p> <ul style="list-style-type: none"> <li>• Know how to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.</li> <li>• Know how to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.</li> <li>• Know how to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled'.</li> <li>• Know how to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled',) changing the combinations on different apparatus.</li> <li>• Know how to explore adding movement combinations together to create mini sequences.</li> <li>• Know how to adapt our mini sequences, exploring how we can make them more creative.</li> </ul> <p style="text-align: center;"><b>Balls Skills- Hands 2</b></p> <ul style="list-style-type: none"> <li>• Know how to throw (underarm).</li> <li>• Know how we throw a bean bag underarm and why.</li> <li>• Know how to throw a bean bag underarm and why, applying this into a game situation.</li> <li>• Know how to work in a team and apply the underarm throw in a competitive situation.</li> <li>• Know that there are different ways of stopping a ball using our hands.</li> </ul>

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Learning happily together

	<ul style="list-style-type: none"> <li>• Know how to apply their learning of stopping a ball into a game.</li> <li>• Know how to accurately roll a ball towards a target.</li> <li>• Know how to send a ball and why, in order to score points to beat an opponent.</li> <li>• Know how to combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</li> </ul>
Computing	<p style="text-align: center;">Coding Unit 1.7</p> <ul style="list-style-type: none"> <li>• Know that and understand what instructions are.</li> <li>• Know how to predict what will happen when instructions are followed.</li> <li>• Know that computer programs work by following instructions called code.</li> <li>• Know how to use code to make a computer program.</li> <li>• Know and understand what objects and actions are.</li> <li>• Know how to understand what an event is.</li> <li>• Know how to use an event to control an object.</li> <li>• Know how to understand what an event is.</li> <li>• Know how to understand how code executes when a program is run.</li> <li>• Know how to understand what backgrounds and objects are.</li> <li>• Know how to understand how to use the scale property.</li> <li>• Know how to plan a computer program.</li> <li>• Know how to make a computer program.</li> </ul>
PSHE	<p style="text-align: center;">Rights and Respect</p> <ul style="list-style-type: none"> <li>• Know how a person's behaviour (including their own) can affect other people.</li> <li>• Know how to identify what they like about the school environment.</li> <li>• Know how to recognise who cares for and looks after their school environment.</li> <li>• Know how to demonstrate respect and responsibility for looking after something (e.g. a class pet or plant).</li> <li>• Know how to explain the importance of looking after things that belong to themselves or to others.</li> <li>• Know how to develop their sense of respect for objects - including things in the environment.</li> <li>• Know how to explain where people get money from.</li> <li>• Know that money may be spent on different things in a family home.</li> <li>• Know that different notes and coins have different monetary value.</li> <li>• Know how to explain the importance of keeping money safe.</li> <li>• Know how to identify safe places to keep money.</li> <li>• Know how to understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).</li> </ul>