

**Year One Term 1 Seasons**

		<b>Reading for Enjoyment</b>
<b>English</b>	<p><b>MAIN TEXTS:</b>  <b>Shark in the Park</b></p> <p><b>Not Now Bernard</b></p> <p>Poetry- Poems on a theme-seasons/weather            Poem to recite-The Summer Sun by Wes Magee</p> <p>Narrative - Stories with familiar settings</p> <p>Non-fiction -Recount –Trip to the park            Weather Report</p>	<p>Peace at Last</p> <p>The Giving Tree</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Number and place value</li> <li>• Length and mass/weight</li> <li>• Addition and subtraction</li> <li>• Addition and subtraction</li> <li>• 2D and 3D shape</li> </ul>	
<b>Science</b>	<p><b><u>Seasonal changes</u></b></p> <ul style="list-style-type: none"> <li>•Can they observe changes across the four seasons?</li> <li>•Can they name the four seasons in order?</li> <li>•Can they observe and describe weather associated with the seasons?</li> <li>•Can they observe and describe how day length varies?</li> <li>•<i>Can they observe features in the environment and explain that these are related to a specific season?</i></li> <li>•<i>Can they observe and talk about changes in the weather?</i></li> <li>•<i>Can they talk about weather variation in different parts of the world?</i></li> </ul>	
<b>History</b> (These are not history units. Links to Black history and a celebration of a significant British event.)	<p><b><u>Bessie Coleman</u></b></p> <p>Do they appreciate that some famous people have helped our lives be better today?</p> <ul style="list-style-type: none"> <li>•Can they spot old and new things in a picture?</li> <li>•Can they answer questions using an artefact/ photograph provided?</li> <li>•<i>Can they answer questions using a range of artefacts/ photographs provided?</i></li> <li>•<i>Can they find out more about a famous person from the past and carry out some research on him or her?</i></li> </ul> <p><b><u>Guy Fawkes and Bonfire Night</u></b></p> <ul style="list-style-type: none"> <li>•Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li><i>Can they tell us about an important historical event that happened in the past?</i></li> <li>•<i>Can they answer questions using a range of artefacts/ photographs provided?</i></li> <li>•<i>Can they find out more about a famous person from the past and carry out some research on him or her?</i></li> </ul>	
<b>Geography</b>	<p><b><u>Seasons and weather in the UK. (Barnaby Bear)</u></b></p> <ul style="list-style-type: none"> <li>•Can they answer questions about the weather?</li> <li>•Can they keep a weather chart?</li> <li>•<i>Can they answer questions using a weather chart?</i></li> <li>•<i>Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</i></li> <li>•Can they explain how the weather changes with each season?</li> <li>•Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>•Can they identify the four countries making up the United Kingdom?</li> <li>•Can they name some of the main towns and cities in the United Kingdom?</li> <li>•Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> <li>•<i>Can they name a few towns in the south and north of the UK?</i></li> </ul>	
<b>Computing</b>	<p><b><u>Data Retrieving and Organising</u></b></p> <p><b>Handing Data</b>            (Early Essentials)</p> <p>Focus: Can they enter information into a template to make a graph?            Can they talk about the results shown in the graph?</p> <p><i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>            (ITASS plans)</p>	
<b>Religious Education</b>	<p><b><u>What does it mean to live with family and friends?</u></b></p> <ul style="list-style-type: none"> <li>• What makes me special?</li> <li>• How does the Christian parable of the Prodigal Son (Loving Father) help us to think about forgiveness?</li> <li>• Why is Friday night special in a Jewish home?</li> </ul>	
<b>Physical Education</b>	<p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>•Can they throw underarm?</li> <li>•Can they roll a piece of equipment?</li> <li>•Can they hit a ball with a bat?</li> <li>•Can they move and stop safely?</li> </ul>	

	<ul style="list-style-type: none"> <li>•Can they catch with both hands?</li> <li>•Can they throw in different ways?</li> <li>•Can they kick in different ways?</li> </ul> <p><b>Coach- Multi-skills</b></p>
<b>Art &amp; Design</b>	No art & design
<b>Design &amp; Technology</b>	<p><b><u>Moving pictures/mechanisms</u></b></p> <ul style="list-style-type: none"> <li>•Can they make a product which moves?</li> <li>•Can they cut materials using scissors?</li> <li>•Can they describe the materials using different words?</li> <li>•Can they say why they have chosen moving parts?</li> </ul>
<b>Music</b>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Can they use their voice to speak/sing/chant?</li> <li>•Do they join in with singing?</li> <li>•Can they use instruments to perform?</li> <li>•Do they look at their audience when they are performing?</li> <li>•Can they clap short rhythmic patterns?</li> <li>•Can they copy sounds?</li> <li>•<i>Can they make loud and quiet sounds?</i></li> <li>•<i>Do they know that the chorus keeps being repeated?</i></li> </ul> <p><b>Composing (inc notation)</b></p> <ul style="list-style-type: none"> <li>•Can they make different sounds with their voice?</li> <li>•Can they make different sounds with instruments?</li> <li>•Can they identify changes in sounds?</li> <li>•Can they change the sound?</li> <li>•Can they repeat (short rhythmic and melodic) patterns?</li> <li>•Can they make a sequence of sounds?</li> <li>•Can they show sounds by using pictures?</li> <li>•<i>Can they tell the difference between long and short sounds?</i></li> <li>•<i>Can they tell the difference between high and low sounds?</i></li> <li>•<i>Can they give a reason for choosing an instrument?</i></li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they respond to different moods in music?</li> <li>•Can they say how a piece of music makes them feel?</li> <li>•Can they say whether they like or dislike a piece of music?</li> <li>•Can they choose sounds to represent different things?</li> <li>•Can they recognise repeated patterns?</li> <li>•Can they follow instructions about when to play or sing?</li> <li>•<i>Can they tell the difference between a fast and slow tempo?</i></li> <li>•<i>Can they tell the difference between loud and quiet sounds?</i></li> <li>•<i>Can they identify two types of sound happening at the same time?</i></li> </ul>
<b>PHSCE</b>	<p><b>e-safety</b></p> <p><b><u>Jigsaw-Being Me in My World</u></b></p> <p><b>Special and safe</b> Can they help others to feel welcome?</p> <p><b>My class</b> Can they try to make our school community a better place?</p> <p><b>Rights and responsibilities</b> Can they think about everyone's right to learn?</p> <p><b>Rewards and feeling proud</b> Care about other people's feelings?</p> <p><b>Consequences</b> Can they work well with others?</p> <p><b>Owning our learning charter</b> Can they choose to follow the learning charter?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Black History Week- Bessie Coleman</li> <li>• Educational visit- Local Park, local area</li> <li>• Assessment week- week 5 or 6</li> </ul>