



# Katie Morag

## Year 1

### Spring 1



#### Year 1 – Spring 1 – Katie Morag

Science  
Animals Including Humans  
  
(Seasonal changes)

Geography  
Locational Knowledge / Physical &  
Human Features

Design Technology  
Design and evaluate a lighthouse

PE  
Dance

RE  
Christianity: Jesus as a friend

Computing  
**Programming:**  
My Moves on Screen

PSHE  
Dreams and Goals

Science

<b>Animals including humans</b>		<b>Term: 3</b>	<b>Year: 1</b>
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into Science:</b>          Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.          Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.          Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.          Communication and Language: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Remember science facts and words Group similar living things</p>	<p>To know the parts of our body. To explain the senses. To know there are different kinds of animals. To know how animals feed in different ways.</p>	<p>Animals Invertebrate (worm, spider, insect (various) woodlouse, centipede) fish amphibian reptile bird mammal carnivore herbivore omnivore head neck arm elbow</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	<p>hand leg knee foot face ear nose eye hair mouth teeth sight hear smell touch taste</p>
	<p>Explaining science Classification (See Phil Watkins Assessment boards)</p>	<p>What are the parts of our body? What are our senses? Are there different kinds of animals? Do animals feed in different ways?</p>	

Seasonal changes		Term: Across the year	Year: 1
<p><b>Foundations of previous learning:</b></p> <p><b>ELGS that feed into Science:</b></p> <p>Understanding the World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Mathematics: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Communication and Language: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Observe the apparent movement of the sun during the day	Use relevant words when I talk or write Add to block charts and pictograms	Describe the weather To know there are four seasons	Season Sun Sky
Observe changes across the four seasons			Week Day weather (various) temperature
Observe and describe weather associated with the seasons and how day length varies	<b>Assessment of Skills</b> Explaining science Data, tables and graphs (See Phil Watkins Assessment boards)	<b>Assessment of Knowledge</b> Can you tell me what the weather is like today? What season is it? What are the other seasons called? What is it like in Autumn etc.?	Autumn Winter Spring Summer Year Month rainfall day length sun shadow

## Geography

An Island Home – Locational Knowledge / Physical & Human Features		Topic: An Island Home	Term: Spring 1	
<p><b>Foundations of previous learning:</b>            Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.            Year1: children should know the countries that make up the UK. Children should know the key vocabulary of: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Through looking at coastal regions relating to fossils the children have compared their local environment to one other place and identified similarities and differences.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p><b>Locational knowledge</b>            To name, locate and identify characteristics of the 4 countries of the United Kingdom and</p> <p><b>Human and physical geography</b>            To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical skills and fieldwork</b>            To use world maps, atlases and globes to identify the United Kingdom and its countries,            To 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</p>	<p><u>Knowledge &amp; Understanding</u>            Identify the similarities and differences between the local environment and one other place.            Explain what changes are taking place in the local environment.</p> <p><u>Practical</u>            Draw a simple map (e.g. of an imaginary place from a story), labelling particular features.            Use maps, pictures and stories to find out about different places.            Use basic geographical vocabulary to name physical and human features in familiar places.            Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the fieldwork.</p>	<p>To know the differences between where we live and a small Island like Struay            To know the similarities between where we live and fictional Struay.            To be able to label a map with key features of Struay            To know how to read maps to locate different places.            To use language associated with position when explaining locations and geographical features.            To know that the fictional island is based around The Isle of Coll.</p>	<p>Landmarks            UK            United Kingdom            Map            Atlas            Globe            Front behind            Next to            far away            Near to            Weather            Patterns            Geographical            Location            Temperature            Similarities            Differences</p>	<p>Local environment            Island            Sea            Ocean            Beach            mountain,            farm            field            tractor            fishing            boats            tide            pier,            peat            hillside            mainland            bay</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>Use basic geographical vocabulary to name physical and human features in familiar places.            Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in the field work.</p>	<p>Can you explain the differences between where we live and Struay?            Can you explain the similarities between where we live and Struay?            Can you use a map/atlas to locate geographical features/landmarks?</p>		

Design and Technology

<b>Design and evaluate a lighthouse</b>		<b>Topic: Katie Morag</b>	<b>Year: 1</b>	<b>Term: Spring 1</b>
<b>Foundations of previous learning:</b> Children will have talked about the ideas and processes which have lead them to make music, designs, images or products.				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b><u>Plan and communicate ideas</u></b> Suggest ideas and explain what they are going to do. Model their ideas in card and paper. Develop their design ideas applying findings from their research.</p> <p><b><u>Make (technical knowledge)</u></b> Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Use simple finishing techniques to improve the appearance of their product.</p> <p><b><u>Evaluate</u></b> Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>To analyse the features of a lighthouse. To plan and design their own model of a lighthouse. To identify appropriate materials to be used to create their design. To use the correct techniques when creating their lighthouse. To evaluate their finished product against their design. To identify their own strengths and areas of development.</p>	<p>Lighthouse Features Generate Research Measure Technique Cut Material Join Combine Glue Tape Finishing Evaluate Purpose</p>	
	Assessment of Skills	Assessment of Knowledge		
		<p>Suggest ideas and explain what they are going to do Assemble join and combine materials and components together using a variety of temporary methods eg. glue or masking tape.</p>	<p>Can you identify the features of a lighthouse? Can you design a lighthouse with the correct features? Can you select appropriate materials and explain your choices? Can you use joining techniques effectively to combine materials? Can you identify a strength of your finished product? Can you say what you would improve by comparing your design and your finished product?</p>	

Physical Education

<b>Dance</b>		<b>Term: Spring 1</b>	<b>Year: 1</b>
<b>Foundations of previous learning:</b> <b>ELGS that feed into PE:</b> Physical Development: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Physical Development - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Expressive arts and design: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills and Knowledge</b>	<b>Vocabulary</b>	
To perform dances using simple movement patterns	Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods, ideas and feelings To identify and show their understanding	Routine Partner Shadow Movement Explore Control Coordination Space Sequence Safe Technical Pattern Beginning Middle End Stimuli Actions	
	<b>Assessment</b>		
	Compose and perform a phrase in dance with a beginning, middle and end.		

Religious Education

<b>Topic: Christianity: Jesus as a friend</b>		<b>Year: 1</b>	<b>Term: Spring 1</b>
<b>Foundations of previous learning:</b> <b>Not previously taught – see EYFS</b>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Was it always easy for Jesus to show friendship?</b> <ul style="list-style-type: none"> <li>• To identify when it is easy and difficult to show friendship</li> <li>• To explore when Jesus may have found it difficult</li> </ul>	<b>Thinking about religion and belief</b> Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs  <b>Beliefs and teachings (what people believe)</b> Recount outlines of some religious stories  <b>Practices and lifestyles (what people do)</b> Recognise features of religious life and practice  <b>Identity and experience (Making sense of who we are)</b> Identify aspects of own experience and feelings, in religious material studied  <b>Values and commitments (Making sense of right and wrong)</b> Identify what is of value and concern to themselves, in religious material studied	To identify some ways in which we show friendship. To know why it is important to have friends. To understand that it is not always easy to show friendship. To explain times when it may be easy or difficult to be a good friend. To understand that Christians believe Jesus is a good friend to them. To understand how Jesus helped those who felt isolated or unpopular. To understand how Jesus took care of his friends even when they were in danger. To understand how Christians use Jesus' messages to help influence their decisions. To know when it was easiest/hardest for Jesus to be kind. To understand how Christians believe it was God who helped Jesus to overcome difficulties.	Friendship Religion Jesus He Friend Bible Tradition Leader Teaching Behaving Follower
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can talk about my friends and why I like them. I can say that Jesus tried to be a good friend.	I can remember a story about Jesus showing friendship and talk about it.	

## Computing

My Moves on Screen	Topic: Programming	Year: 1	Term: Spring 1	
<b>Foundations of previous learning:</b> Children from EYFS are be able to... <ul style="list-style-type: none"> <li>• make a floor robot move.</li> <li>• use simple software to make something happen.</li> <li>• make choices about the buttons and icons I press, touch or click on.</li> </ul>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs	<b>Computer Science:</b> Understand what algorithms are When a computer does something it is following instructions called code. Understand that programs respond to inputs to do different things. Can give precise instructions for a program to work successfully.	To describe what actions you need to do to make something happen. To press the buttons in the correct order to make my robot do what you want. To begin to predict what will happen for a short sequence of instructions. To begin to use software to create movement and patterns on a screen. To use the word debug when I correct mistakes when you program.	Algorithm Backward Button Clear Code Debug Distance Floor robot Forward Go Instructions Mistake	Move Pause / Wait Predict Program Quarter turn / right angle Turn left Turn right Sequence Stop
	Assessment of Skills/Assessment of Knowledge			
	Can you program the 'ladybird' to move to a 'particular flower'? Can you debug a program accurately after testing? Can you tell you the onscreen icons you will need to click to move the car to a specific building? Can you write a program to move the car to a specific building? Can you recognise that something is wrong with a program?			



[PSHE](#)

Dreams and Goals		Jigsaw	Year: 1	Term: Spring 1
<p><b>Foundations of previous learning:</b>  <b>ELGS that feed into PSHE:</b>            Understanding the World: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.            Personal, Social, Emotional Development: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.            Personal, Social, Emotional Development: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.            Personal, Social, Emotional Development: Children play cooperatively, taking turns with other. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.            Physical Development: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.            Communication and Language: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>				
<b>Unit Learning</b>				
Themes (Puzzle pieces)	Outcomes		Vocabulary	
My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success	I can set simple goals I can identify my successes and achievements I can set a goal and work out how to achieve it I can tell you how I learn best I understand how to work well with a partner I can celebrate achievement with my partner I can tackle a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I know how I feel when I see obstacles and how I feel when I overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest		Goals Learning Process Achievement Celebrate Obstacle Overcome Achieve Goal Success Celebration	
	Assessment			
	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it  I know how to store the feelings of success in my internal treasure chest			