



Kings and Queens

Year 1

Spring 2



Kings and Queens

Science

Plants

(Seasonal changes)

History

The monarchy, changes over time,
significant individual

Art and Design

Clay

PE

Invasion Games

Music

In the Groove

RE

Christianity: Easter (Palm Sunday)

Computing

Technology in our lives: Discovering
My Technology/ Sharing My
Learning

PSHE

Healthy Me

Science

Plants		Term: 4	Year: 1
<p>Foundations of previous learning: ELGS that feed into Science: 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>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common flowering plants, including roots, tem/trunk, leaves and flowers	Group familiar living things Select information Use sense to identify features Use pictures to help me	To know the parts of a plant. To name different types of plants. To know how trees survive the winter. To know where to find plants. To know where plants can live.	Plant Roots Stem Trunk Branches Leaves flower (petals) fruit bulb seed evergreen deciduous vegetables, (variety of common plant names, e.g. geranium, dandelion, oak, bean)
	Assessment of Skills Explaining science Classification (See Phil Watkins Assessment boards)	Assessment of Knowledge What are the parts of a plant? Can you name different types of plants? How do trees survive the winter? Where can I find plants? Where can plants live?	

Seasonal changes		Term: Across the year	Year: 1
<p>Foundations of previous learning:</p> <p>ELGS that feed into Science:</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)
	Assessment of Skills	Assessment of Knowledge	Autumn Winter
Observe and describe weather associated with the seasons and how day length varies	Explaining science Data, tables and graphs (See Phil Watkins Assessment boards)	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.?	temperature rainfall day length sun shadow
			Spring Summer Year Month

History

The Monarchy – Changes Over Time / Significant Individuals	Topic: Kings and Queens	Term: Spring 2	Year: 1
<p>Foundations of previous learning: Sequence some events or 2 related objects in order Know what the effect of batteries / electricity in toys had in the kinds of toys that were in the past / present To know where to find the answers to their questions (family member, book, computer etc.) To use basic vocabulary regarding the passing of time</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life To know about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods - Queen Victoria</p>	<p><u>Knowledge and understanding</u> Tell the difference between past and present in own and other people's lives.</p> <p><u>Historical interpretation</u> Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p><u>Historical enquiry</u> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p><u>Organisation and communication</u> Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p>	<p>To understand the history of the monarchy. To name the members of the royal family. To know who Queen Victoria was. To name some significant events in her reign. To compare the changes to Britain over time.</p>	<p>Monarchy Royal family Queen Victoria Generation Britain Reign Past Present Significant History Changes Living memory National International</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can tell the difference between the past and present in my life and the life of other people.</p> <p>I am beginning to use simple sources to identify details from the past.</p>	<p>Can you name the members of the royal family? Can you explain the monarchy? Can you explain some changes Queen Victoria made to Britain?</p>	

Art and Design

Clay	Topic: Kings and Queens	Term: Spring 2	Year: 1
Foundations of previous learning: Children will have been provided with opportunities to be taught a range of art skills such as mixing colours, colouring in, drawing shapes to create simple pictures, using clay and other media and selecting appropriate colours.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Begin to collect ideas in sketch books Work from observations and known objects. Make marks using paint with a variety of tools Consider consistency when applying paint Investigate clay – pinching, rolling, twisting, scratching and coiling and add detail and texture using tools	To use clay to create a model of a famous London Landmark. To pinch, roll, twist, scratch and coil and add detail and texture using tools. To draw a range of landmarks from observations.	Clay Pinch Roll Twist Scratch Coil Model Mould Observation Tools Paint Sketch Draw
	Assessment of Skills	Assessment of Knowledge	
	Investigate clay – pinching, rolling, twisting, scratching and coiling and add detail and texture using tools Make marks using paint with a variety of tools	Can you create a London landmark using clay? Can you evaluate your landmark? Can you draw a range of landmarks from observations?	

Physical Education

Invasion Games		Term: Spring 2	Year: 1
<p>Foundations of previous learning: ELGS that feed into PE: 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.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Per-form basic sequences, using space safely and recognising simple technical words. Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions. Move fluently, changing direction and speed easily and avoiding collision. Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking. Understand the aspects of tracking, and get in line with the ball to receive it. Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.</p>	<p>Movement Safe Explore Technical Control Actions Coordination Space Throwing Striking Participation Tactics Games</p>	
	Assessment		
		<p>React to an opponent's actions during an invasion game.</p>	

Music

In The Groove		Year: 1	Spring 1
<p>Foundations of previous learning: The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Hip Hop and understand how pulse, rhythm and pitch work together.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Performing (singing/playing): To be able to sing simple songs, speak chants and rhymes. I can sing and share them with others. I can sing in a variety of different styles.</p> <p>To begin to find the pulse by copying an adult.</p> <p>Improvising and composing: To explore and create simple musical sounds using instruments and voices.</p> <p>Listening, developing knowledge and understanding: To say whether they like or dislike a song.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap Blues Baroque Ltin Bhangra Folk Funk Irish</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles.</p> <p>I am beginning to find the pulse by copying an adult.</p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together.</p>	

Religious Education

Topic: Christianity: Easter – Palm Sunday		Year: 1	Term: Spring 2
Foundations of previous learning: Not previously taught – see EYFS			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <ul style="list-style-type: none"> To know that Jesus is special to Christians. To understand how His welcome on Palm Sunday shows this. 	<p>Thinking about religion and belief Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs</p> <p>Enquiring, investigating and interpreting Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression</p> <p>Beliefs and teachings (what people believe) Recount outlines of some religious stories</p> <p>Practices and lifestyles (what people do) Recognise features of religious life and practice</p> <p>Expression and language (How people express themselves) Recognise some religious symbols and words</p> <p>Identity and experience (Making sense of who we are) Identify aspects of own experience and feelings, in religious material studied</p> <p>Meaning and purpose (Making sense of life) Identify things they find interesting or puzzling, in religious materials studied</p> <p>Values and commitments (Making sense of right and wrong) Identify what is of value and concern to themselves, in religious material studied</p>	To identify who is special to them and what this means. To understand why special people are greeted differently to others. To know the key events within the Easter story. To know what happened on Palm Sunday. To know how Jesus was welcomed by the crowds on Palm Sunday. To know why the crowds welcomed Jesus in this way. To understand that Christians believe Jesus is the son of God. To know why the crowds believed Jesus was the ‘messiah’ To understand that some Christians still visit Jerusalem today for their Easter pilgrimage. To know some words to a special Palm Sunday song. To understand why the people in the crowd wanted Jesus’ help. To know how Jesus died and how he was resurrected. To know that Christians use a candle to symbolise Jesus’ life.	Palm Sunday Easter Jesus Him Symbols Special Crowds Admire palm leaves resurrection Easter day Jerusalem Palms Candle King Celebrity Poor man Healing Calming Messiah Nazareth Pilgrimage Incarnation
	Assessment of Skills	Assessment of Knowledge	
	I can talk about a person I admire. I can start to show understanding that Jesus is special to Christians and say why.	I can recall parts of the Easter Story. I can recognise some symbols in the story.	

Computing

Discovering My Technology/ Sharing My Learning		Topic: TIOL (Discovering Technology)	Year: 1	Term: Spring 2
<p>Foundations of previous learning: Children from EYFS are be able to...</p> <ul style="list-style-type: none"> • tell you about technology that is used at home and in school. • operate simple equipment. • use a safe part of the Internet to play and learn. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To recognise common uses of information technology beyond school	<p><u>Digital Literacy:</u> Use technology safely. Recognise common uses of information technology beyond school. Understand the positive and negative impact of technology</p> <p><u>Research</u> Follow links to find information</p>	<p>Discovering My Technology To recognise ways that technology is used in our home and community. To begin to identify some of the benefits of using technology.</p> <p>Sharing My Learning To recognise ways that technology is used in my home and community. To recognise the ways we use technology in our classroom. To begin to identify some of the benefits of using technology.</p>	Communicate QR Code Search Technology / Computing devices World Wide Web / Internet	
	Assessment of Skills/Assessment of Knowledge			
	<p>Discovering My Technology Can you talk about different technologies around the school and their purpose? Can you talk about the benefits of using technology?</p> <p>Sharing My Learning Can you talk about how technology helps you to talk to other people? Can you talk about why you would use technology to talk to someone else? Can you talk about the benefits of using technology?</p>			

[PSHE](#)

Healthy me	Jigsaw	Year: 1	Term: Spring 2
<p>Foundations of previous learning: ELGS that feed into PSHE: 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>			
Unit Learning			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	Healthy Unhealthy Balanced Exercise Balanced Body part Safe Hygienic Medicines Look, listen, wait	
	Assessment		
	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy		